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Those interested in the economic interpretation of history will find little to console them in Professor Muzzey's discussion. Economic factors are throughout the book kept in due subordination to the political. The justification for this subordination is to be found in the Preface where the author says that it is his belief that the pendulum of interest has swung too far to the economic side of our history. He believes that the origins of Jefferson democracy are more important than the origin of the oil industry and that it is more important to tabulate the rise and fall of the spirit of civic responsibility than to tabulate the rise and fall of exports and imports. The author's general statement of the point at issue in the foregoing is that our heritage of material resources and that our final destiny are not the making of money but the making of America.

A uniform scheme of organization is followed throughout the book. There are ten large co-ordinate topics considered in the entire discussion. These topics form the chapter headings. Each chapter is divided into three main divisions, making a total of thirty large topics. Such a plan made very long chapters necessary. The compact organization found in each chapter, however, saves the reader from getting lost, while the author's brilliant style keeps him from becoming weary. In this matter of general organization and style of treatment the book certainly has no superior.

At the end of the volume there are twenty-five pages of bibliography, arranged by chapters. For each chapter there are topics for research with exact references for each, and an extended general bibliography of material closely related to that found in the chapter. In more ways than one the volume is a real textbook in United States history on the college level. The principle of progress within the subject is applied in a way that the writer has never seen in other books in the field.

R. M. TRYON

Junior-senior high-school administration.—Books on various phases of high-school administration have been appearing in rapid succession during the past few years. To this growing list has recently been added one¹ which aims to cover the field of secondary education in both the junior and senior departments. Before discussing the nature and merits of the work, a word should be said regarding the conditions of its publication. In a large measure, it is a labor of love by students and friends of the late Professor Charles Hughes Johnston who, at the time of his death in September, 1917, was rapidly assuming a position of leadership in the field of secondary education. Eight of the twenty chapters were written in whole or in part by Mr. Johnston, the remainder by Mr. Newlon, Mr. Pickell, and others.

Although the book is entitled *Junior-Senior High School Administration* and although it includes as chapter headings such topics as "Supervised Study,"

¹ C. H. JOHNSTON, J. H. NEWLON, and F. G. PICKELL, *Junior-Senior High School Administration*. New York: Charles Scribner's Sons, 1922. Pp. viii+399.

"Supervision of Teachers and Teaching," "Internal Organization and Government," "The High School Library," "High School Publicity," etc., it might almost more properly be styled a philosophy of secondary education, for the approach is in the main essentially philosophical. Effort is usually made to examine the various phases of administration in their larger bearings and to relate them to the purposes of secondary education.

The tasks which the authors have attempted in this volume are ones that need to be thoroughly done. The time has arrived when the philosophy of secondary education should be restated in recognition of what we know about the nature of the individual and the social order, and in the light of the profound changes that have occurred in secondary education during the last two generations. And the senior author was as well qualified as any American educator to do this thing and would probably have done it had he lived. But the difficulties of posthumous publication and the obstacles to unity of conception and treatment, always encountered by busy men widely separated but engaged in a joint undertaking, were not entirely surmounted. Some of the chapters, written by Mr. Johnston for various occasions, could not be greatly modified for publication without doing serious violence to his views, while their publication in much the form in which he left them likewise probably fails to represent perfectly his matured ideas. This becomes the more significant when it is observed that several of the more important chapters were written during the war period and reflect the naïveté as well as the idealism of that time. In spite of these criticisms, however, it is clear that we are indebted to the junior authors, not only for having preserved some of the more stimulating thoughts about the high school of one of America's most promising young educators, but also for having made certain important contributions of their own to our educational literature.

GEORGE S. COUNTS

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Industrial arts in junior high schools.—The past six or eight years have witnessed a well-defined movement within the field of manual and industrial arts to break away from the narrow and formalized work of the earlier manual training courses. Progress is notable particularly in that phase of industrial arts education which deals with boys of the early adolescent age during the junior high school period. Although the movement has been rather general in progressive school systems throughout the country, up to the present time there has been nothing in the literature of the field which has attempted to summarize and to evaluate the contributions which have been made.

A book¹ recently released by its publishers sets forth in excellent fashion an interpretation of some of the newer conceptions of industrial arts work and its place in the scheme of general education for the intermediate or junior

¹ A. H. EDGERTON, *Industrial Arts and Prevocational Education in Junior High Schools*. Milwaukee, Wisconsin: Bruce Publishing Co., 1922. Pp. 104. \$0.80.